



## Lamar University – M.Ed. in Educational Technology Leadership

### Reflections of Course-based Embedded Assignments

**Directions:** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
<b>EDLD 5364</b>	<b>Teaching with Technology</b>	<b>12 hours</b>

Description of the Assignment/Performance Tasks (see Appendix I)	
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p><b>Self –Assessment</b></p> <p>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)</p>	<p>The first thing that comes to mind when reflecting upon all the gained knowledge I acquired this past month, is definitely the experience of going through the UDL Lesson Builder and Book Builder sites. It was an incredible sight when I realized that all can actually be accomplished in one lesson, that “inclusion” has a greater meaning than what the current school system makes believe. The mere fact that a Universal Design for Learning has been thought of, including the tools available online, is priceless to any educator in the 21<sup>st</sup> Century. It is an essential aid in preparing educators to face the requirements of the ever evolving educational system, as clearly mentioned by Rose (2002), “The challenge posed by greater diversity and greater accountability is to enable students with widely divergent needs, skills, and interests to attain the same high standards.”</p> <p>We as educators need to protect our students from falling through the cracks!</p> <p>Being able to create and publish a book online was an eye opener for me. It is truly amazing how the process of writing and publishing has become easily available with the evolution of technology. This will surely put a smile in the</p>

<p>2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</p> <p>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</p>	<p>faces of many teachers of reading and writing subjects. It sure made me evaluate my own likes and dislikes of teaching writing.</p> <p>Another piece of information that I was very impressed by was the variety of videos that portray stories of successful students using technology, many times on their own, and others guided by their teachers. I think that images speak for themselves, more than a thousand words. If someone had told me about Cameron's video production story, I would have not believed it. The truth is I had to see it!</p>
<p><b>Learn as a Learner</b></p> <p>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</p> <p>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</p> <p>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</p>	<p>The Digital Youth Portraits were a very insightful way to guide me into deep self-reflection about my practice as an educator. What am I doing? Where am I guiding my students to? Is my teaching the learning experience my students deserve? This and many other questions popped into my mind when I saw the variety of videos and presentations available through the Teaching with Technology class.</p> <p>To be honest, many of the tools introduced in this course I was already using in my classroom, such as Kidspiration, Excel spreadsheets, PowerPoint presentations and even a class blog. It wasn't those that offered me a new knowledge, but the way some of them are being used in other classrooms and most importantly the emphasis in teaching students to be responsible and to keep ownership of their learning. One of the things that added a new layer of knowledge was the vast amount of tips offered by the text Using Technology with Classroom Instruction that Works (Pitler, 2007). For example I was very impressed to learn that Kidspiration offered custom graphics, as mentioned in the book: "To install a custom graphic into a symbol library, begin by selecting the graphic that you want to install in the symbol library. Open the symbol palette and display the library to which you want to install the graphic..."</p>
<p><b>Lifelong Learning Skills</b></p> <p>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</p>	<p>This is an amazing tool for educators that can create their own clipart and symbols in other image software. I am planning to use this and many more tips that I learned of during this month's reading assignments. This book is of particular importance to me due to the fact that my district has been using Marzano Strategies from Classroom Instruction that Works for several years now and we are encouraged to be creative in the use and application of such strategies.</p> <p>In my approach to the weekly assignments I kept reflecting on my own classroom's reality. Asking myself at all times</p>

<p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</p> <p><b>Additional Criteria</b></p> <ol style="list-style-type: none"><li>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</li><li>2. Mechanics (1 Point)</li><li>3. APA Format (1 Point)</li><li>4. Minimum of 3 References (1 Point)</li></ol> <p>(Maximum 25 points)</p>	<p>what my students would do or say if presented with these activities. Many times I actually tried it out, especially with the use of Kidspiration and the spreadsheets. The availability of so many Web 2.0 tools made it very easy to bring the scenario to the classroom experience. Working with my colleagues in a collaborative group helped me empathize with my students' feelings during group work. Putting myself in their shoes I was able to better understand their differences, personalities and approaches to group work.</p> <p>My perspective on learning has changed as much as my perspective on teaching and the whole educational system. I believe in the future of education we will see students' lives being impacted in ways we cannot even imagine. I know I am a different student now than when I was in Elementary or High School, but to fathom the slightest sight of what our students will be experiencing in the near future is almost impossible.</p> <p>What is to come? Long distance Middle School? Or even Elementary? Are the students of the future "online" students? Or will school campuses still stand in the year 2020?</p> <p>"We educators stand at a special point in time. This is not because a new decade, century, and millennium have begun (although this phenomenon certainly brings new opportunities and complexities). Rather, it is because the "art" of teaching is rapidly becoming the "science" of teaching, and this is a relatively new phenomenon." (Marzano, 2004)</p> <p>We cannot know the future, but we can be sure we are, at every minute of our teaching, shaping what is to come...</p> <p><u>References:</u></p> <p>Pitler, H. (2007). <i>Using technology with classroom instruction that works</i>. ASCD.</p> <p>Rose, D., &amp; Meyer, A. (2002). <i>Teaching every student in the digital age: Universal design for learning</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved on March 2, 2011, from <a href="http://www.cast.org/teachingeverystudent/ideas/tes/chapter1_3.cfm">http://www.cast.org/teachingeverystudent/ideas/tes/chapter1_3.cfm</a></p>
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	<p>Cast.org (2009). Model UDL lessons. <i>Center for Applied Special Technology</i>. Retrieved on March 12, 2011 from <a href="http://www.udlcenter.org/aboutudl/udlguidelines">http://www.udlcenter.org/aboutudl/udlguidelines</a></p> <p>Marzano, R, Pickering, D, &amp; E., J. (2004). <i>Classroom instruction that works: research-based strategies for increasing student achievement</i>. Prentice Hall.</p>
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